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ABSTRACT

The Minority Retention Program at Glendale (Arizona) Community College (GCC) recognizes that faculty members can serve as valuable resources to students. Faculty members involved in the program are encouraged to establish on-going contact with assigned minority students and act as personal counselors/mentors. Studies comparing mentored and unmentored minority students, examining the characteristics of financial aid applicants, and assessing the perceptions of faculty mentors and student participants revealed the following: (1) faculty mentoring of minority students had a positive impact on student retention; (2) targeting a specific minority student population made best use of the faculty resources; (3) the risk of attrition was greatest for new, first-time minority students who did not apply for financial aid, indicating that these students would most benefit from future mentoring/retention efforts; and (4) faculty mentors recommended that additional services be provided to minority students, such as community social services information, helping skills, program checklists, and financial aid orientation. The Minority Retention Program report includes information on outcomes expected from the projects, achievement and retention outcomes for mentored and unmentored students and for financial aid applicants, results of a survey of successful minority students conducted to determine attitudes and characteristics, a list of elements considered most important to program success, evaluation methods, results of follow-up studies of students and faculty, project cost information, a proposal for the expansion of the project, and survey instruments. (EJV)

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FACULTY MENTORING SYSTEM
FOR MINORITY STUDENT RETENTION
GLENDALE COMMUNITY COLLEGE

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YEAR END REPORT

1986-87

EDUCATIONAL YEAR

Developmental Project

"JOINT COUNCIL OF EDUCATIONAL PRIORITIES"

MARICOPA COMMUNITY COLLEGES

June 3, 1987

JOSE MENDOZA, PROGRAM COORDINATOR
DR. CARL SAMUELS, FACULTY COORDINATOR

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MINORITY RETENTION PROGRAM

SUMMARY AND STATEMENT OF RECOMMENDATIONS

Summary Statement

The minority student in the community colleges is becoming more prominent every educational year. Within the minority population, there are three major groups that require added attention, programs, and services. The groups are: Hispanic/Mexican-Americans, Black-Americans and American-Indian/Native-Americans. The above groups are the most under-represented in higher education and the professions. (The program continues to serve Asian-Americans/Pacific Islanders and other designated minorities.)

The Minority Retention program at Glendale Community College utilizes faculty members as personal counselors/mentors for minority students. The faculty members are encouraged to establish on-going contact with assigned minority students, as the program recognizes that faculty members can serve as valuable resources to students.

The Minority Retention program has incurred various experiences. This has revealed the following significant factors:

-Faculty Mentoring of minority students does make a positive impact on student sustainment/retention.

-It is important to target a specific minority student population to make the best use of the faculty resources (mentor).

-Risk of attrition is greatest for new, first time minority students who fail to apply for financial aid-- Therefore, these students would most benefit from future mentoring/retention/ student success efforts.

-The faculty mentors do need supportive services to assist them with their mentoring efforts. This should include:

> -Follow-up of minority students to assure contact with faculty mentor. (This is due to an apparent difficulty with the faculty mentor getting in touch with the student.)
>
> -Providing transcript and registration information on the students assigned.
>
> -Some faculty mentors have requested added assistance with strategies to be extra helpful to the minority student. This could include:

-community social services information
-helping skills
-program checklists
-financial aid orientation

The Minority Retention program has established the initial structure for the faculty based mentoring program to assure that resources will be targeted specifically for retention purposes. There is an apparent need for coordination of the effort, with an individual assigned to this role on a full-time basis. There are several options for this coordination. There are as follows:

-Full-time faculty member released to coordinate the program, working with the Minority Services Program and the all volunteer faculty.

-Full-time staff member assigned to coordinate the program and act as a resource to the faculty mentors.

Recommendations

The Mentoring Program for Minority Student Retention makes the following program recommendations:

-A sharing of information on the minority students between various instructional support services be on-going to assure a resolution of obstacles to enrollment and sustainment.

-Faculty mentors volunteers be recognized for their participation by recognition of the activity as a committee assignment (Minority Retention Committee) to assure maximum faculty participation.

-Efforts be made to provide an "Early Warning System" for the minority student for a quick and simplified referral process to further Minority Student Retention.

-The further development of the "Minority Assistance Fund" to provide targeted assistance to minority students to aid in their sustainment/retention.

-That the pool of faculty mentors be increased by adding faculty volunteers to be able to serve more students.

The Minority Retention Program does not necessarily require massive expenditures; instead, it is intended to provide the structure and re-direction of minimal resources to bring together the existing faculty resources to mentor minority students and provide added assurances for educational persistence.

The efforts of last semester, Spring 1987, in which all of the new first-time minority students were mentored were very successful in that there is now a standard for comparison. It is possible to go back to a second semester of last year (for example) to see how well those new first-time minority students did without mentoring.

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FINAL REPORT
FACULTY MENTORING SYSTEM
FOR
MINORITY STUDENT RETENTION

Director: Jose Mendoza

Faculty Coordinator: Dr. Carl Samuels

Glendale Community College
6000 West Olive Avenue
Glendale, Arizona 85302

1. For which student ethnic group is this program mostly targeted?

X Mostly Hispanics
X Mostly Blacks
X Mostly Native Americans
____ Mostly Whites
____ Other: Those groups most under-represented in higher education.

2. What level of students does this program address?

____ All students (college)
X Selected minority students.

How? Random selection of actively enrolled minority students.

____ Day time students
____ Evening students

3. How long has this project been in existence?

____ Less than one year
X 1 - 2 years (1 semester spring 86, & 86-87 educational year)
____ 3 - 4 years
____ 5 - 6 years
____ Over 6 years; list number of years: _____

4. How is the project funded?

____ 100% Institutional funds
____ 100% Private Foundation funds; list Foundation:

_____

_____

____ 100% Federal funds; list Federal funds:

_____

4. (continued)

____ Combination of funding sources; list sources:

_____

_____

__X__ Other: Joint Council of Educational Priorities

(developmental programs fund) Maricopa Community Colleges

____ In-kind contributions from other programs:

_____

5. List the objectives for the project:

A. To develop a Minority Retention program utilizing faculty mentors to provide added services and contacts to actively enrolled minority students.

B. To develop a model for the Minority Retention Program that is able to be replicated within Maricopa Community Colleges.

C. To target and serve those minority students which the project has indicated are most in need of mentoring.

6. Does this program include training for any of the following? (Check all that apply.) see attachment 1, "ROLE OF FACULTY MENTOR"

__X__ College teachers/faculty
____ College counselors
____ Precollege teachers
____ Precollege counselors
____ Parents
____ College administrators
____ Precollege administrators
____ Other _____

7. Please answer the following about the students in this project:

a) Number of total students served: __435__ (86-87 educational year)

b) Number of minority students served: __all__
Minority males = _____
Minority females = _____

8. List and briefly describe the project activities conducted for minority students. Please include selection criteria for program participants, recruitment and retention strategies used, and outcomes expected from project.

8. (continued)

Selection Criteria -Random selection of actively enrolled students for spring 86 and fall 87. New minority students for spring 1987.

Activities
-general sessions
-orientation for minority students
-personal consultations with students (when students inquire and make appointments)
-letters and phone contact
-notification (with campus map and phone) of assigned Faculty Mentor is mailed to student (see attachment 2)
-student survey form (see attachment 3)

Outcomes expected from the project:

-Faculty Mentors will establish contact with designated/assigned minority students for purpose of:
-personal consultation
-establishment of an advisory relationship
-develop periodic contact between minority student and faculty member
-faculty mentor will utilize all programs and services to serve and sustain the minority student.

-The minority students will receive extra assistance and contact to aid them with their educational goals. As a result, it is expected that more minority students will assess their educational goals and exhibit more persistance in achieving their goals.

-It will also be expected that there will be less minority student attrition based on not knowing. Efforts will be to establish a strong sense of direction and a knowledge of the programs and services available, due to the personal consultation with faculty members.

9. Have you collected any data about your project (i.e., studies about minority students in the project, including demographics, factors which influence course taking behavior, factors which influence student success, etc.)?

__X__ Yes _____ No

If yes, what are the major findings you have derived about minority students in your project?

(table #1)
DATA: MENTORED vs NON-MENTORED STUDENTS
Fall 1986

Three randomly selected samples of 200 minority students each were drawn from the fall 1986 (active students) population of Glendale Community College. Sample #1 was mentored. Samples #2 and #3

9. Table #1, continued

were un-mentored controls. Averages for Grade, Grade Point Hours, Semester Hours, and Semester Points are presented below. "N" refers to the number of students in each group who completed the semester. (forty-fifth day)

	MENTORED SAMPLE #1	CONTROL SAMPLE #2	CONTROL SAMPLE #3
GPA	2.09	2.60	2.60
GPA HRS	5.69	5.00	8.70
SEM HRS	5.37	4.90	8.20
SEM PTS	13.75	12.00	21.50
N	189	140	145
% of 200	94.5%	70%	72.5%

DISCUSSION
MENTORED vs NON-MENTORED STUDENTS

Inspection of the table titled: Mentored vs Non-Mentored Students, Fall 1986" reveals an extremely important fact. Minority students receiving "Mentoring" were more likely to complete the semester than their non-mentored peers. The numbers here indicate that 189 mentored students completed the semester (Sample #1) as opposed to only 140 non-mentored students (Control Sample #2) or 145 non-mentored students (Control Sample #3). Mentoring results in a marked improvement in sustainment and student retention (roughly by a factor of 25-30 percent). Seen another way, 94.5 percent of the mentored students finished the semester, while only 70 percent and 72.5 percent of the un-mentored controls (Sample #2 and Sample #3 respectively) finished the semester.

On the other hand, mentored students have a slightly lower Grade Point Average then do un-mentored control students (2.09 vs 2.60). Perhaps the Faculty Mentors emphasized staying in school and completing courses at the expense of higher grades?

Excessive variability in the control data made it difficult to interpret the remaining parameters (GPA HRS: 5.00/8.70; SEM HRS: 4.90/8.20; and SEM PTS: 12.00/21.50). Replication would probably eliminate this variability.

(table #2)
COMPARISON

Minority Financial Aid Applicants
vs
Minority Students who DID NOT Apply for Financial Aid

Four hundred minority students from the Fall 1986 student body population of Glendale Community College were randomly selected. The Financial Aid Applicants in the group were identified and compared to those students in the group who did not apply for Financial Aid. Averages for Grade Point Average, Semester Hours, Grade Point Average Hours, and Semester Points are presented below.

	APPLICANTS	NON-APPLICANTS
GPA	2.43	2.53
SEM HRS	9.86	5.98
GPA HRS	10.04	5.14
SEM PTS	24.96	17.97

DISCUSSION

COMPARISON
Minority Financial Aid Applicants
vs
Minority Students who DID NOT Apply for Financial Aid

From an inspection of the averages of the GPA, SEM HRS, GPA HRS, and SEM PTS, the following general trend is apparent. While it appears that there is probably no significant difference in the Grade Point Averages of the Financial Aid Applicants vs Non-Applicants, there does appear to be some difference between them for the remaining factors. Minority Financial Aid Applicants appear to acquire a higher number of Semester Hours, Grade Point Average Hours, and Semester Points then do their Non-Applicant peers. At this point, it is not known how many of these Minority Financial Aid Applicants actually received Financial Aid awards. It is known that many of them do not complete the Financial Aid process and therefore are not awarded (previous JCEP report). Therefore, there are two possible interpretations of the above data:

9. Discussion of Comparison, continued

Interpretation #1: Receiving Financial Aid results in improvement in the minority student's Semester Hours, Grade Point Average Hours, and Semester Points.

Interpretation #2: The mere act of applying for Financial Aid takes initiative and perseverance on the part of the minority student; and therefore, what may be evident is simply a selection process by which the students with the greatest initiative and tenacity have been identified. Students with a higher degree of initiative and perseverance would probably do better on the parameters measured than would students lacking these traits, and applying for financial aid is a concomitant variable which could be utilized as a marker of greater perseverance and higher motivation levels.

Student Success Survey

A survey of some minority sophomores that have attained educational success and are on track on their educational goals revealed the following: (survey conducted March, April and May 1987)

- -The students appear to have a strong sense of direction and purpose
- -The students understand how to access program services and how to make appropriate and careful course selection.
- -The minority students have established some rapport with Faculty Mentors and are confident in the pursuit of their educational goals.
- -Minority students attribute part of their success to receiving services and "special attention" when needed.
- -The students have an idea as to how to study, manage their time, and how to complete course requirements, including a visible writing skill.
- -The minority students do not appear apprehensive about transferring to a four-year college, but do ask for assistance and referral.
- -Most of the sophomore minority students are financial aid recipients. (non-financial aid recipients still received services about scholarships, admissions and transfer requirements.
- -There is a visible support structure for these minority students by peers and by family members and relatives for their educational goals and aspirations.

SPRING 1987 SEMESTER ANALYSIS

The spring semester 1987 retention effort was implemented in a different manner than the fall semester in order to target new and first time minority students and assign them to Faculty Mentors for assistance. The results were as follows:

(table #3)
Spring 1987 Analysis

Total active minority students (assigned and serviced by mentors)	181
Actual students completing semester	142
G.P.A.	2.64
G.P.A. Hours	6.14
Semester Hours	6.06
Semester Points	16.16

There were one hundred eighty-one (181) new and active minority students during the semester. Again, this effort and analysis is different, because it did not involve randomly selected minority students, but targeted all new students. Also, this did not permit comparisons to an un-mentored sample to perceive trends However, the semester results indicate positive levels of persistence. There is an eighty percent (80%) completion rate.

Therefore, there does appear to be an indication that extra attention and contact to a targeted minority student population does have some effect on educational persistence.

10. What set of elements do you feel make the project successful for minority students (i.e., use of role models, bilingual instruction, faculty contact with students, etc,)?

The elements considered most important to assure the success of faculty mentoring for minority students are:

- Committed and accessible faculty mentors to work with minority students.

- Targeting a minority student population that will provide for the greatest impact. For example, new and close to full-time enrollment.

- Staff/resources that will lend support to the faculty mentors, the minority students and the overall program. This should include direct services to minority students, where applicable and needed.

10. (continued)

- Strengthened ties with various programs and services to assure follow-up, intervention; personal contact, and facilitation with procedures and processes where necessary. Financial Aids has a report that provides status updates on Financial Aid Applicants which would provide this capability. (see attachment 4) "Financial Aid Status Report"

- Continuity of contact by ready available "Minority Retention Program" personnel resources whose specific responsibilities are retention.

- A general understanding of retention by the new minority student, as well as the continuing minority student.

- Peer mentors (students) involved with the program to provide added support and contact with the minority student.

- Administrative support to the Minority Retention Program to assure maximum participation by resident faculty members.

- A data-base self contained tracking system for the Minority Retention Program to help the program keep track of services provided, degree of contact and services, and for input and output to assess the program as well as to assure the periodic and ongoing continuity of contact services to the minority student.

11. What process do you use to evaluate the project?

a) What evaluation model (if any) is followed?

MINORITY RETENTION PROGRAM
KEY ELEMENTS FOR PROGRAM EVALUATION

Documentation of Activities and Outcomes

- Communicating to students, faculty and staff the program emphasis and content.
  - articles in school paper
  - articles in student newsletter mail-out
  - letters to students
  - memorandums to faculty
  - personal contact with students and faculty
  - handouts to participating faculty on "Minority Retention"
  - other _____

Validation of Project Components

- The project components, philosophy, objectives and activities accepted and funded by the "Joint Council of Educational Opportunities."

11a. Key Elements, (continued)

- Identification of randomly selected participating minority students to compare with a random sample of un-mentored students.

- Identification of un-mentored and randomly selected students as a control group for empirical comparisons.

Inclusion of Formative and Summational Evaluations

With feedback from the faculty mentors and participating students and minority student surveys, develop prospective recommendations and/or possible solutions to ease the enrollment, transition and sustainment of minority students.

Identify the variables that impact upon student retention and alternative or more effective methods of causing added sustainment of minority students.

Participation of Faculty, Counselors and Administrators

Solicit input and/or surveys from all participants, faculty, students and administration on the minority retention program for the continued development and/or refinement of the program. (see attachments)

- 40+ faculty
- administration
- participating minority students

Collection and Analysis of Data Related to Model Objectives

The extent of applications of minority students to Glendale Community College will be analyzed as to:

- applications
- follow through and actual enrollment
- continued enrollment to 45th day
- extent of financial aid applications
- number of actual follow through (all data/process)
- actual awards
- withdrawals/dropouts/attrition
- follow-up to determine the factors related to discontinued enrollment or actual follow through.

Collection and Analysis of Data Related to Model's (Program) Impact on Program Participants and Institution

All factors will be reviewed as will data and variables involved to determine the most probable reasons/factors affecting minority

11a. Key Elements, (continued)

student retention. Actual program components, services and contacts will be reviewed to determine the impact on program participants and institution.

Dissemination of Results, Key Elements of Program Success and Replicable Components

- will be an integral part of the summation of the program. The results of the program will be discussed in seminars, work-shops and conferences where minority student retention is a central topic or a part of such event or activity.

b) Who is involved in the evaluation process?

- Research and Development Director
- Dean of Instruction
- Personnel in the designated "Joint Council of Educational Priorities as part of the responsibilities of Vice Chancellor for Educational Development

c) What kind of data is collected?

- Designated and targeted group of minority students
- pre and post semester enrollment results
- comparisons to new-mentored minority students
- application, enrollment and withdrawal figures

d) What is done with the data?

- the data is analyzed to determine a statistical effect on the minority student (see section 9)

12. Have you conducted follow-ups on the minority students who went through the project? __X__ Yes _____ No

If yes, what did the data demonstrate about these students?

The follow-up was in the form of surveys to minority students and also to the Faculty Mentors for their responses to the "Minority Retention Program." (see attachment 5), "Faculty Mentors Program Survey"

12. (continued)

The survey of the student participants and the faculty mentors to provide input and feedback to the Minority Retention Program revealed the following: (see attachment 3),"Student Participant Program Survey"

Faculty Mentors

- Had difficulty getting in touch with students due to phone or address changes.

- They did have adequate information on students.

- Saw the major priority as educational counseling and advisement.

- Most indicated a need for workshops and consultation on helping students.

- Indicated an added need for orientations.

- Most indicated a need for targeting full-time students.

- Most felt that the program approach (faculty mentors) was important to the students.

Student Participants

The student survey responses indicated the following:

- Most were contacted by phone, letter or by faculty member, although some were not contacted at all.

- Most understand the Minority Retention Program to be for counseling or personal help.

- Most students felt that added services were needed:

  - more availabilty of classes
  - tutoring

- Elements for retention considered most important were:

  - academic support and information
  - knowledge of college requirements
  - knowledge of college programs
  - financial assistance

- Activities considered necessary by minority student who responded were:

  - college survival
  - tuition assistance

12. (continued)

- Most respondents were Hispanic, average age 20, with some in their thirties. Also, most were financial aid applicants.

- Most indicated major areas of study were:

  - business - social work - education

Student Participants Comments:

- a good program that helped

- need more mentor contact

- a good opportunity to help students stay in school

- it really is a helpful program

13. In your opinion, what kinds of programs need to be developed in order to help minority males and females participate and succeed in higher education career fields?

-Added and more intense efforts in pre-college areas to develop more of a foundation for success in higher education. To establish an added educational Partnership with service area schools and communities for purpose of initiating activities that will strengthen the interest and motivation for higher education.

-Designated minority liaisons with the various programs and services to follow-up to assure timely, appropriate and collaborative services to minority students. (No special and selective services but contact persons with specialty or assignment to assist in delivery of services to the minority student.)

-Summer bridge programs/orientations for minority students with incentives to attend and participate to more adequately serve the incoming minority students. (Similar to Upward Bound programs and services.) This could include, but not be limited to:

- college survival
- educational planning
- college requirements
- course selection
- instructional support services
- writing
- career development
- time management
- test taking
- note-taking
- registration
- assessments
- reading effectiveness

14. Estimated yearly project costs:

The project costs are based on the following program needs:

-The "Minority Retention Program" requires a full-time resource individual to implement, monitor, and coordinate the Faculty Based Retention program. Therefore, the program costs are based on a full-time allotment of a staff person or a faculty equivalent.

Direct funds:	$25,000 plus benefits for staff resource or full-time release for faculty member.
Indirect funds:	Faculty time equivalent as committee assignment for purpose of the retention of the minority student. Minority Services participation with program equivalent to twenty-five (25%).
Secretarial Support:	Request secretarial support to the program for record documentation and correspondence.
Supplies:	$500.00
Added Needs:	Data base system specifically for Minority Student Retention.

15. Has the project been institutionalized by "regular" programs of your institution?

__X__ Yes _____ No

16. Do you have additional information you wish to share about this project?

__X__ Yes _____ No

MINORITY RETENTION

STRATEGY FOR IMPLEMENTATION

The "faculty based Minority Retention Program" has revealed the necessity for continued and on-going contact of the minority student recruit. The faculty volunteers provided valuable feedback to the program that will permit the program to accommodate/adjust for greater overall effectiveness. The input provided the following kind of responses:

16. Strategy, (continued)

- Concentrate on new first-time minority students.
- The minority student is mobile, (address and phone number changes) thus consideration to deliver note/letter to classroom teacher of minority student is recommended to initiate contact/discussions.
- The minority student still has difficulty with processes necessary to enroll, obtain funding, and sustain their enrollment.
- Educational planning is still a need for the new minority student.
- College survival skills are needed desperately to assist in the transition, to include but not limited to:
    - time management
    - study skills
        - test-taking
        - note-taking
    - financial planning
    - career development
    - general orientation

The above can be implemented one-on-one with faculty mentor, educational counselor or advisor or in small groups, depending on need and resources.

The Minority Retention Program will also require that staff time be alloted to work individually with students, and coordination with the faculty mentors. The faculty mentors will be assisted with (as needed and requested):

- Assignment of students to faculty mentors
- Follow-up of students
- Transcript request
- Contact on behalf of faculty mentors
- Note or letter to student to assure consultation with student and faculty member
- Feedback to faculty mentor on contact request
- Information as requested
- Assignment of new students as requested
- Maintain files and records of any/all contact, programs or services related to retention

The Minority Retention Program will have the following objectives:

- To implement a retention program that will target, contact, and establish ongoing interaction between the new minority student and the faculty mentor and the staff for the purpose of student retention/sustainment.
- To coordinate closely with all programs and services to provide retention services and follow-up.
- To provide added assurance and impact on minority students to assure their sustainment and continued enrollment.

MINORITY SERVICES PROGRAM

RECRUITMENT AND RETENTION PROGRAM

PROGRAM IMPLEMENTATION COMPONENTS

Recruitment Educational Outreach	Transition	Enrollment/Attendance and Adjustment
1. Identification H. S. students community agencies	1. Follow-up on forms completion -admission -fin. aid forms	1. Completion of registration -schedule adjustment referral -book purchasing
2. Presentations (schools) -workshops -classrooms -career day -college visitations	2. Follow-up on process completion -placement testing -ed. advisement referral -counseling ref.	2. Educational planning/ counseling referral 3. Career dev. & job referral (as applicable and needed)
3. Presentations (community adults) -workshops, parent programs & Human Resource Centers	3. Orientations (day) & evening students) -processes -schedule	4. Financial aid award referral & explanation
4. Visitations -one-on-one student -parental contact consultations -providing educational information	4. Assistance,referral & follow-up with registration 5. Individual one-on-one student applicant & parents (as applicable)	5. College work study placement assistance 6. Periodic follow-up of new students
5. Assistance/Facilitation -admissions forms -financial aid forms (as applicable) -scholarship application		7. Arrangements for intensive educational planning & counseling 8. College survival skills* -time management -note-taking -test-taking -financial planning -writing center -tutoring -goal setting
6. Follow-up -systematic/periodic follow-up to assure timely completion of any/all processes		*Information,referral and exercises (as applicable and as needed)

MINORITY SERVICES
EDUCATIONAL OUTREACH
CALENDAR OF IMPLEMENTATION
(Educational Year)

Activities/Functions	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
Initiate Program -identify	x												
Prospective Students													
-high schools	x	x	x	x	x								
-community agencies	x	x	x	x	x	x	x	x					
-networking	ON-GOING AND AS NEEDED AND REQUESTED _____												
PRESENTATIONS/WORKSHOPS													
-schools	x	x	x	x	x	x	x	x					
-community groups													
-human resource prog.	ON-GOING AND AS NEEDED AND REQUESTED _____												
-career days													
-high school/college visitations		x	x	x									
One-on-One Contact													
-high schools			x	x	x	x	x	x					
-community adults													
-parental contact			x	x	x	x	x	x					
-community organizations	ON-GOING AND PERIODIC VISITATIONS, INFORMATION REFERRALS AND WORKSHOPS												
Actual Sign-ups													
-admissions						x	x	x	x	x			
-necessary forms						x	x	x	x	x			
-parental consultations						x	x	x	x	x	x	x	x
-workshops/presentations	ON-GOING _____												
Follow-up													
-all admissions processes											x	x	
Orientations												x	x
Registration								x	x	x	x	x	x

MINORITY SERVICES
RETENTION PROGRAM
CALENDAR OF ACTIVITIES

Activities/Functions	Aug	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
Identification of <u>new</u> incoming minority students (assist in transition)	x												
<u>Personal contact with</u> new student. Facilitation & referral with:	x	x	x	x	x								
-admissions	x												
-placement testing								x	x	x	x	x	x
-advisement								x	x	x	x	x	x
-financial aid (if applicable)								x	x	x	x	x	x
-educational counseling referral as applicable											x	x	x
-orientations											x	x	x
-registration										x	x	x	x
<u>Follow-up</u> (personal contact													
1st enrolled follow-up		x	x	x	x	FIRST PART OF EACH SEMESTER							
2nd enrollment follow-up			x	x	x		ON-GOING (PERIODIC)						
<u>Services as needed</u>													
-review of educational plan			x	x	x	x	x	x	x	x			
-follow-up on forms, processes & paperwork													
-referral to program, services or counselor			ON-GOING AND AS NEEDED OR REQUESTED										
-coordination with faculty			ON-GOING AND AS NEEDED OR REQUESTED										

Mc R'sW

MINORITY RETENTION PROGRAM
PROGRAM MODEL
NARRATIVE TO COMPONENTS/ACTIVITIES

(Attributed to a ten year study conducted by The National Action Council for Minorities in Engineering. 1984)

SIMILARITIES/COMMON COMPONENTS AND CHARACTERISTICS

Most successful retention programs have close linkages with the academic areas of colleges and universities. The philosophical intent is to provide services to minority students to enchance their academic performance, retention, (sustainment) and graduation. Also, most minority retention programs have limited resources and must be a cost-effective and creative as possible.

Added components/characteristics of successful retention programs should be to have an academic base where possible, and coordinate closely with a minority emphasis program. Additionally, the support program should be degree specific and career oriented. (minorities, traditionally can benefit more from career development)

The by-product of a retention effort should be student support, student pride, and student motivation. Also, a retention program for minorities should be of manageable size, generally serving no more than a few hundred students; maybe significantly less depending on institutional size. This can be dependent on faculty involvement with the program and number of students they can reasonably mentor.

The minority retention program should cultivate and develop a strong supportive community of students, staff and faculty.

PRIMARY FUNCTION OF MINORITY RETENTION PROGRAM

The minority retention program should be designed to aid students in overcoming barriers to their academic success. The primary function is to take/move students from where they are academically and personally to where they need to become competent, confident, self-assured, and successful in their academic pursuits. Therefore, the initial retention group should be freshman students that are AT or CLOSE to the full-time enrollment as this group can best be targeted and served.

SCOPE AND LIMITATIONS

The support program should focus on faculty and student interaction. The support program should leverage personnel and resources for maximum effectiveness. Also, the program may not initially show dramatic results as some would want; rather will show results over time and in student development.

PROGRAM COMPONENTS/ACTIVITIES

The minority emphasis retention program has components/activities which directly affect students. especially important, is to develop a sense of community/unity with the program participants with a goal to reduce ethnic isolation and resultant alienation. Just as important, are activities which provide students with academic support.

The following components include the educational outreach/ recruitment which the Minority Servicers program presently provides and builds on to that the RETENTION program to enhance the recruitment. The components are as follows:

Recruitment/Educational Outreach

-admissions

-education information dessimination

-financial aid forms assistance

-educational presentations

-placement testing/advisement and referral

-follow-up of applicants and enrolled students

-additional and on-going follow-up

RETENTION - The College Model

-assessment/testing

-academic support

-freshman orientation

RETENTION, continued

-learning assistance center

-academic advising and registration

-tutoring

-personal counseling

-work skills/career workshops

-financial assistance and scholarships

ACADEMIC SUPPORT

Tutoring, study skills, and educational planning that is both program specific and general can be tailored to the minority applicant and enrolled/continuing student. An additional possibility for academic support could be pre-freshman math, science, English and reading classes. The public secondary schools sometimes do not prepare the students adequately for calculus, chemistry , physics, advanced English/composition, and reading effectiveness so they can compete successfully in a mainstream curriculum. Therefore, some minority students have to proceed with a more BALANCED SCHEDULE at a SLOWER PACE until all the educational foundations have been obtained. At that point the minority student can pursue any two or four-year degree program.

Supplemental activities of academic support can be workshops, recitations, or seminars. Added subjects for group dessimination can be generalized discussions on various topics considered important by student participants.

ADMISSIONS

Collaboration and coordination for admission of minority students is important to ensure timely and early enrollment. This aspect or a retention program is crucial to develop a targeted orientation program for certain minority applicants.

TRANSITION PROGRAM

Transition into college are the activities that occur between the time a student applies for admission and classes actually begin. These activities include:

TRANSITION, continued

-financial aid and ALLOCATION OF FUNDS
(assure the timelines of this aspect as is reasonably possible)

-assessment/diagnostic testing
(with personal consultations)

-academic advisement
(intensive counseling if necessary)

-registration
(careful selection of classes)

-orientation and referral

This transition and adjustment is critical to minorities because they can incur hardships and obstacles that could be the difference for higher education attendance and success. The transition should include a balance between work and student's course work. A balance of courses is also critical as students can INITIALLY have very demanding schedules which could turn a positive experience into a frustrating one. (sometimes, it is necessary to proceed with a light schedule in the beginning, especially when an added educational foundation is necessary) (a program should be challenging, but not beyond the students' capabilities)

TRANSPORTATION

In a commuters college, like Glendale which has a service area of over five-hundred square miles, it may be necessary to develop a zip-code breakdown of minority students for purpose of establishing car-pools/ride-sharing to get students to campus.

SUMMER PROGRAM (IDEA)

Program implementation may reveal that it is necessary to develop summer enrichment or intensive study programs in basic subject areas and/or new programs, such as computer science or personal development.

ON CAMPUS AND TARGETED ACTIVITIES AND SERVICES

On MAJORS or a particular subject, training in problem-solving, asking questions, reading effectiveness, and promotion of group study should be implemented. An example would be accounting study groups with a peer tutor under the supervision of an instructor or tutoring supervisor or group leader. The groups of students enrolled in the same class, meet regularly, they work together on homework assignments, review classroom material and prepare for exams. Group leaders attend each session, provide tutoring as needed and encourage students to help each other.

MONITORING/TRACKING

The MOST CRITICAL PART of any retention program is the monitoring/tracking of students to assure that they are progressing satisfactorily; as well as utilizing the support services provided. The monitoring process should be FORMALIZED, STRUCTURED, and have a systematic sequence for keeping track of students and have the ability to detect problems before they become serious and be able to intervene to cause success for the minority students. The monitoring/tracking of the retention program can also be utilized to recognize and endorse successful student behavior and progress. Monitoring/tracking of students also yield valuable historical and statistical information that is useful in forecasting program resources and activities.

Therfore, considering the need for any program to reflect academic success; the tracking system should be a top priority for any program. Computerized management information systems, with programs already available, should be an intergral part of the development, implementation and evaluation of effectiveness of any program.

ORIENTATIONS

Initial and on-going contact with in-coming freshman is very important. The contact and assistance for college transition can be implemented through a formal orientation course. Presently there are such courses in personal development, career development, assertive training, minority emphasis courses, women's programs and other small group courses. Such courses could be utillized for development of added courses or orientation seminars. The major focus of the self-development group classes is to build a strong sense of group cohesiveness, within this group students know one another and an attitude of support is fostered.

STUDY SKILLS

Study skills are very important as this is something most minorities have never been taught in a structured/formal sense. College survival strategies should be presented to include: note-taking, how to study, how to take tests, and how to interact with instructors/professors (classroom participation). Additional emphasis should be placed on how to use time effectively through a simplified process of scheduling, organization and planning. Motivational presentations on careers/majors can contribute to student committment to higher education due to the added understanding of the career potential. Role models from the various professions/career areas can further enhance the career development and clarify the educational requirements and processes. (Personal experiences are invaluable to the incoming students) Field trips to local industry, businesses and/or government are probable activities that can enhance an orientation program.

ACADEMIC ADVISING/REGISTRATION

The advising process should strive to ensure the minority students are taking the proper courses, the proper courseload, a balanced schedule, the best available teachers, the similar developmental classes/courses as possible. Efforts should be made, if possible, to offset isolation that can occur when a minority student can be the only such student in a particular class. It can be appropriate to put together supportive groups in technology, business, computers, or any other academic/career areas. An added consideration could be priority registration, block registration and restricted sections for specific classes or subject areas.

TUTORING

Tutoring services should be perceived by minority students as an integral part of the academic and student development program. Also, the tutoring center should establish/and/or maintain at environment where student support groups of students are developed/organized for similar subjects and exams.

PERSONAL COUNSELING

Minority students require more personal counseling than non-minority students. This is due to minority students not typically as involved in higher education pursuits, the professions and high technology. Also, there is apparent absence of minority role-models in many career areas or higher education professions. Factors that can affect motivation and dedication must be dealt with and minimized. The minority student's self-image and self-confidence can be enhanced to create a more stable educational foundation. There are economic constraints, family loyalties and personal priorities which minorities may not be able to reconcile, which counseling can assist them with. Personal counseling, is one of the most important functions/ services of a minority emphasis retention program.

CONCLUSION/THE CAMPUS ENVIRONMENT

The college environment/atmosphere is just as important as the pre-college orientation and transition activities. The atmosphere for minorities must be to establish an environment that brings forth a sense of belonging. The environment created is a sub-culture of the school yet still an integral part of the school. The atmosphere must be so positive that it mitigates any negative obstruction that might surface.

An added resource for a minority emphasis program are the upper-classmen or successful sophmores who provide morale and encouraging support. Upper division minority students can serve as counselors, advisors, tutors, mentors, and most important, as role models. A new minority student that is able to witness many minority students achieving success can only be further motivated for his/her educational goals. Hard work and dedication are characteristics that are always present; and examples can be set by peers.

MW.V
RETEN.MODL

Re: Page 2 #6

THE ROLE OF THE FACULTY MENTOR

The Minority Retention Program is utilizing one of the most important resources to assure minority student retention. The faculty member is the individual who teaches the classes and causes learning to occur.

Therefore, it is apparent that the faculty member can be a very significant force in stimulating motivation towards an educational goal. Also, the faculty member can explain thoroughly the requisites for educational success and the skills and commitment necessary. The Faculty Mentor role in the Minority Retention Program is to provide the personal contact/consultation with the minority student. The consultations should be regular, on-going and have a student development objective. The minority student will have many and varied needs which need to be brought out, discussed, and taken care of. Often, the Faculty Mentor will be able to address all of the needs of the student; while sometimes the Faculty Mentor will need assistance or have to utilize other resources.

The Faculty Mentor can refer to Counseling, Special Services (handicapped, foreign, limited-English, first generation college student), Financial Aids, Admissions and Records, Cashier, Job Placement, Tutoring through the Learning Resources/Assistance Center, Veterans Center, Testing, Career Development Center, Student Activities and Athletics and any contact necessary to assure the possibility for student sustainment. An intervention strategy or problem-solving procedure or process specifically for the minority student can be developed and circulated to all personnel affiliated with the Minority Retention Program.

wpI
role-fmp

Attachment 2

Re: Page 3, #8, Activities

Glendale Community College

A Maricopa Community College
PHONE 934-2211 • 6000 WEST OLIVE AVE. • GLENDALE, ARIZONA 85302

February 2, 1987

SUBJECT: FACULTY MENTORS

Dear New Student,

Some of the faculty members of Glendale Community College have volunteered to help new minority students succeed here. Faculty assistance may range from academic advisement, to help with filling out forms, to considerations of professional goals. If you would like to speak to a helpful and supportive member of the faculty of Glendale Community College, the Faculty Mentor assigned to you is:

_____, faculty office _____ ,

Mentor's telephone number at GCC is 934-2211, ext. _____ .

Best of wishes for an excellent college experience.

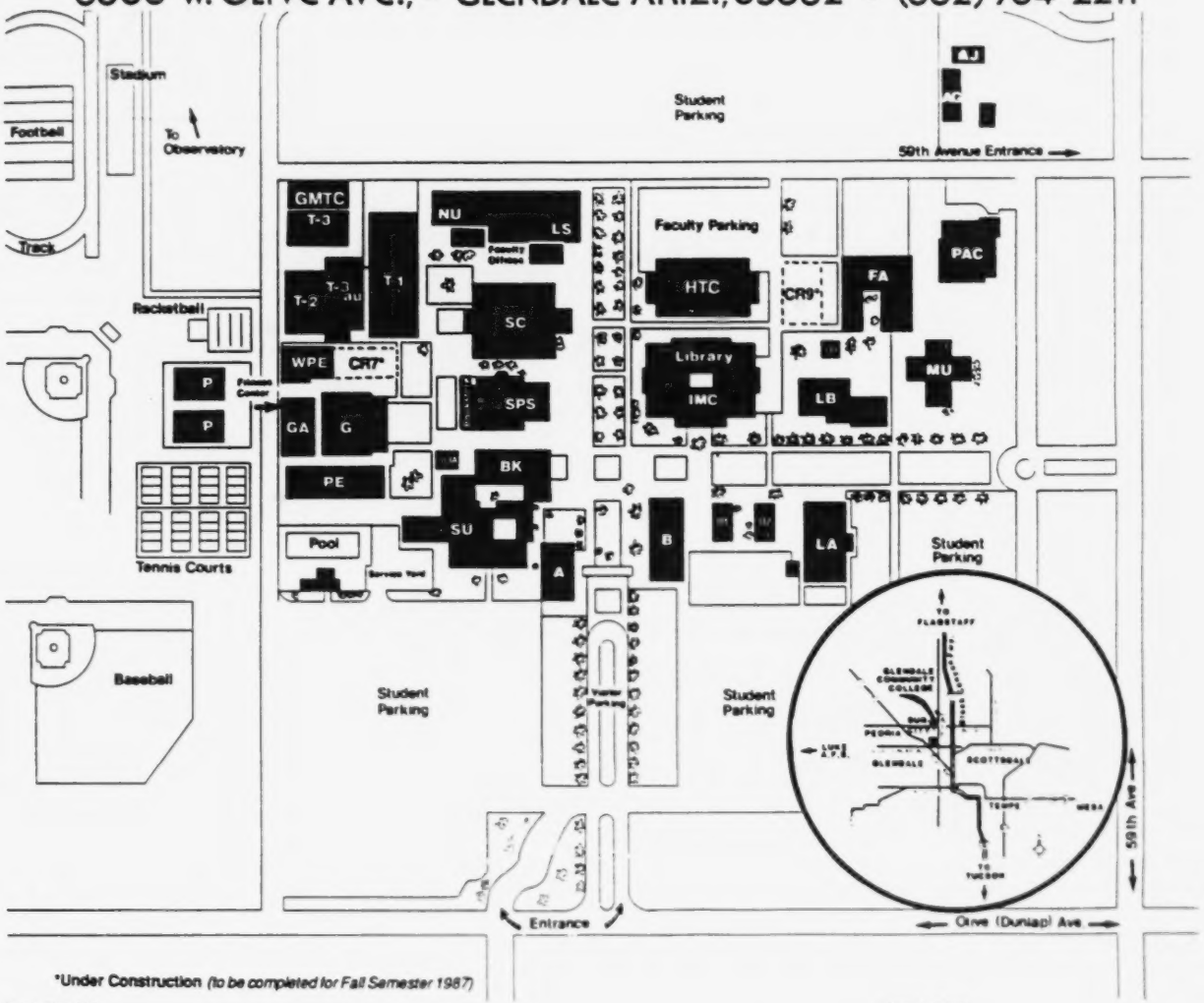
Jose Mendoza
Coordinator
Minority Services

Dr. Carl Samuels
Faculty Coordinator
Minority Retention Program

WP1
nwst-fm

GLENDALE COMMUNITY COLLEGE

6000 W. OLIVE AVE., • GLENDALE ARIZ., 85302 • (602) 934-2211



*Under Construction *(to be completed for Fall Semester 1987)*

BUILDINGS

01	Faculty Offices 01-101 - 01-131
02	Faculty Offices 02-101 - 02-131
03	Faculty Offices 03-101 - 03-116
A	Administration
	President
	Dean of Instruction
	Dean of Occupational Education
	Dean of Arts and Sciences
	Director of Research and Development
	College Information Office
AG	Agricultural Complex
AJ	Administration of Justice
B	Business
BK	(Being renovated)
CR7	(Completion by Fall 1987)
CR9	(Completion by Fall 1987)
FA	Fine Arts
G	Gym
GA	Gym Annex
	Fitness Center
HTC	High Tech Center
IMC	Instructional Materials Center
L	Library
LA	Language Arts
LB	Liberal Arts
LS	Life Sciences, Psychology
MU	Music
NU	Nursing
P	Portable Building
PAC	Performing Arts Center
PE	Locker Rooms
SC	Math, Physical Sciences
SPS	Student Personnel Services
	Bookstore
SOA	Student Government Offices
SU	Student Union
T1	Technology Building
T2	Classroom Building
T3	Automotive Building
	GM Training Center
T3au	Automotive Building
WPE	Women's Physical Education

SERVICES

Admissions & Records Office	SPS
Advisement Center	SPS
Bookstore	SPS
Career Center	SPS
Cashier's Office	BK
Center for Community Education	SU
Counseling Center	SPS
Financial Aid Office	SPS
Institute for Business, Industry and Technology	T2-107
Job Placement Center	SPS
Minority Services Office	SPS
Re-Entry Center	SU
Special Servies Office	SPS
Student Activities and Services	BK
Security Office	BK
Testing Center	SPS
Veterans'Affairs Office	SPS
Writing Lab	HTC

Re: Page 3, #8, Activities

PROGRAM SURVEY

STUDENT PARTICIPANTS
MINORITY RETENTION PROGRAM
Fall 1987

"Faculty Mentoring System for Minority Student Retention"

A project funded by the District office of Maricopa Community Colleges to develop Retention/Sustainment programs for Minority Students.

1. Were you contacted by someone about retention?

Who?	How?
____ faculty member	____ by letter
____ Minority Services	____ by name
____ other students	____ a note
____ personal contact	____ other _____

2. What do you understand the "Minority Retention Program" is intended to do?

____ counseling ____ personal help ____ information

____ other, state _____

3. Considering the goals of the Minority Retention Program, what kinds of added services do you feel are needed?

____ more information on college programs

____ more availability of classes

____ tutoring ____ counseling

____ financial aid/assistance ____ advisement

____ other, state _____

4. Research studies indicate that there are elements in the implementation of minority student retention in colleges and universities. What do you feel they are? (In order of importance 1, 2, 3, etc... 1 being most important 5 less important)

____ knowledge of college requirements

____ knowledge of college programs

____ academic

____ occupational programs

____ advisement

____ registration

____ other, state _____

_____

____ instructional support (student services)

____ economic/financial need

____ counseling

____ job placement/employment

5. There are other activities and services that can assist in retention; check the ones that you would like to see developed.

____ cultural events

____ college survival workshops/orientations

____ school activities

____ tuition assistance

____ book assistance

____ other, state _____

_____

6. The Minority Retention program needs to know the following: (check all that apply)

____ day-time student

____ evening student

____ less than 3 hrs.
____ 3 hrs.
____ 6 hrs.
____ 9 hrs.
____ 12 hrs.
____ over 12 hrs.

____ male ____ female

Financial Aid applicant?

What is your major?

____ Business

____ General Studies

____ Social Work

____ Pre-Professional

____ other, state _____

____ Black

____ Hispanic

____ Asian

____ American Indian

____ other _____

____ age (write in)

____ yes ____ no

____ Computers

____ Education

____ Pre-Medical

____ Technology _____

7. Pleas make comments on Minority Retention Program.

FINANCIAL AID STATUS REPORT*

Student Id. SS #	Student Name Last, First	Date of Last Letter	"FINANCIAL AID STATUS CODES AND ABBREVIATIONS" AFF[1]	AFFIS[2]	AFFNF[3]	AFFST[4]	CITZ[5]	FFS[6]	SAR[7]	SDF[8]	TXP86[9]	TXS84[10]
527-87-7688	----------	5/7/86	x						x	x		
507-22-5544	----------	4/3/86	x			x			x		x	
501-33-8855	----------	7/2/86		x			x					x
036-00-2234	----------	6/3/86							x			
222-00-5555	----------	4/7/86	x						x			
123-45-6789	----------	5/2/86	x								x	
601-13-2423	----------	7/9/86	x		x				x			
021-66-1111	----------	6/6/86	x			x				x		
111-33-4444	----------	7/4/86		x			x					

***This is a facsimile of an on-going Financial Aid Status Report on Glendale Community College campus**

[1]**AFF** - Affidavit; [2]**AFFIS** - Independent Student; [3]**AFFNF** - Non-Filers; [4]**AFFST** - Student Affidavit, Statement of Educational Purpose; [5]**CITZ** - Legal Resident Citizen; [6]**FFS** - Family Financial Statement & Analysis; [7]**SAR** - Student Aid Report,(Pell Grant Aid Index); [8]**SDF** - Student Data form; [9]**TXP86** - Parent Income Tax Report, 1986; [10]**TXS86** - Student Income Tax Report, 1986

Re: Page 10, #12
FACULTY MENTORS
PROGRAM
SURVEY

Faculty Mentoring System for Minority Student Retention

Fall 1986

1. Were you able to contact all your assigned students?
Yes ____ No ____ If no why? _____

_____

_____

2. Were you given sufficient information on the students to help you help them? Yes ____ No ____

Comments: _____

_____

3. There are elements of consideration in the retention of minority students. What are they? (in order of importance 1,2,3)

____ advisement
____ counseling
____ economic need
____ registration
____ job placement, employment
____ need for information
____ support services
____ other

4. What kind of added assistance do you need to mentor and retain minority students?

____ training/development
____ workshops
____ retention
____ helping relationships
____ educational planning
____ financial aid programs
____ other, state _____

_____

5. What activities would you like to see initiated for the minority student to aid in their retention?

____ college survival
____ tuition assistance
____ book assistance
____ more orientations

____ more follow-up
____ a tracking system for retention (data- base)

____ other, state: _____

_____

6. What changes do we need to make to be more effective in minority student retention.

____ target only day students
____ target only full-time students
____ target only new students
____ target only continuing students
____ target students carrying above a certain courseload?

What?

____ 3 hours
____ 6 hours
____ 8 hours
____ 10 hours
____ 12 hours

7. Please make comments on the Minority Retention Program.

THANK YOU FOR YOUR COOPERATION AND INPUT

SURVEYFM-WP1

ERIC Clearinghouse for
Junior Colleges
JAN 22 1988